SPORTS: Football team clashes with Heights tonight at 7:30 PAGE 9

The Shakerite

Shaker Heights High School
Shaker Heights, Ohio 44120
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Zimmerman to leave Shaker

by Michael Lee

After seven years as principal of Shaker Heights High School, C. A. Zimmerman announced his retirement, effective after the 1986-87 school year.

According to Superintendent Peter Horoschak, the task of selecting a new principal may begin as early as this month, when Horoschak plans to meet with students, faculty, and the PTA to establish criteria for selecting the new principal.

"Obviously, we know what a principal's job is. However, from *these discussions, we can compile a list of specific qualities we would like to see in a principal.*"

By early winter, the school will advertise in the New York Times, in various educational periodicals, and at educational placement offices. "I expect several hundred applicants," said Horoschak.

Candidates will be evaluated by a small professional committee, which will select a group of finalists. Horoschak will submit a recommendation to the school board for approval by next spring.

When asked what qualities he would like to see in a new principal, Horoschak answered that commitment to academic excellence should be one of the primary concerns of the candidate.

"Certainly, I would like the new *principal to have the educational foresight to maintain the standards achieved by a great number of* students at Shaker over the years," he said.

One variable in the selection process lies in the November school levy. According to Horoschak, the levy's failure would financially cripple the school system, forcing faculty layoffs and cutbacks in school programs.

"I always worry about a levy. It would be a severe hinderance if it didn't pass," said Horoschak. "Very few people want to come to a place where there is little financial support."

Student and faculty reaction to Zimmerman's announcement was mixed. Said one senior, "it seems he's compiled a very impressive record over the years. I think Shaker will miss his leadership." One teacher added, "Mr. Zimmerman was a very effective leader, who always got things done."

Others, however, feel that the new principal must be more visible. Said one student, "I hardly ever saw (Zimmerman) in the halls. A principal should be more involved with the student body."

School administrators believe that Zimmerman's greatest contribution was his commitment to academic excellence.

"The students should be a principal's number one priority. Mr. Zimmerman has fulfilled this by enriching the curriculum, and maintaining Shaker's academic tradition. I think our school is just as great today as it was ten, fifteen, or twenty years ago. He's been an excellent educator," said Associate Principal Robert Mohney.

Zimmerman's seven years represent the longest a Shaker principal has served in over 20 years.

Elise Hurwitz

With the new year, came new faces and controversy. Despite hazing, freshmen are still able to enjoy events at Shaker, as shown in this picture of freshmen Justin Sheperd, Ernest DeJesus, Jon Galkin, David Kopf, and Jon Leiken showing their class spirit at last Saturday's 27-20 football game against Valley Forge. Shaker will play Cleveland Heights tonight at 7:30.

Theater production depicts student life

"Through the Years" to tour

Michael McElroy and Vince Cardinal's latest production, "Through the Years," will begin its tour this fall. The short musical play follows 12 students as they mature in the Shaker schools, from first grade to high school graduation. Theater department head James Thorton says the play tries to "show the positive aspects of people growing up and developing in a good school system and a healthy community."

Through the Years" will tour within Shaker Hts., visiting the various elementary schools and PTA meetings. Until now, the production has avoided the limelight, since the theatre department plans to release it at a fund-raising dinner for the levy campaign. McElroy and Cardinal hope the musical will remind Shaker citizens of the importance to support the school system. Thornton said the play should appeal to people of all ages, for they can "feel good" about the production and their own educational experience.

Cardinal and McElroy began writing "Through the Years" via mail correspondence, with Cardinal writing the script and lyrics, complemented by McElroy's musical. Because McElroy, (class of '85) is a sophomore studying music and theater at Carnegie-Mellon, and Cardinal is a graduate student at Kent State University, both must commute to Shaker in order to help oversee the final days of the production's preparation.

"Through the Years" will continue its tour through October. Meanwhile, Vince Cardinal will guest-direct the upcoming fall play, Shakespeare's "Comedy of Errors", which will open Nov. 21.

Push/Excel aims for excellence

This week's biannual Push-Excel Program has consisted of special events and activities dealing with scholastic achievement.

"The purpose of Excel Week is to focus student attention on the ideas of excellence in academics and involvement in school activities, said Mary Lynn McGovern, Push-Excel adviser.

C.J. Prentiss of the State Board of Education spoke during a double assembly on Monday, Sept. 29.

Also planned is an activity fair today in which students will have an opportunity to learn about and sign up for school organizations and clubs.

Rakow resigns:

Librarian leaving to pursue rubber stamp business

Larry Rakow, head librarian at Shaker announced his resignation on Sept. 9. Rakow is leaving to allow more time for his company, Kidstamps, which manufactures and distributes rubber stamps. His last day at Shaker will be Fri., Oct. 17.

Rakow feels he has accomplished his original goals of meeting the needs and providing academic support to everyone, not only to top students, and fostering the love of reading. To achieve this, the library collection was expanded to include more current books, non-academic magazines, a paperback collection, the computer lab and updated audio-visual materials.

Although Rakow enjoys the staff and students at Shaker, he says, "When things are going along too well and too complacently, I try to initiate a challenge for myself."

Rakow founded Kidstamps with Phyllis Schwarz in 1980. The rubber stamps manufactured are designed by various children's artists around the country. Today the business has five full time employees and distributes to over 250 stores nationwide.

High school librarian Phyllis Harper said of Rakow's leaving, "We're looking at this with mixed emotions. We'll miss him tremendously, but we're very excited about his endeaver."

C.A. Zimmerman said no one has been appointed to replace Rakow at this point.

Student serves on Capitol Hill

Chosen as a Congressional page, Fred Knight, junior, is spending this semester in Washington, D.C.

He is one of 60 high school students nationwide who will serve U.S. Congressmen. Knight's jobs include raising and lowering the flag on days Congress is in session and ringing a bell to begin Congressional sessions.

To become a page, Knight had to submit three letters of recommendation, write an essay and complete an application.

Schooling is provided for the pages while they are in Washington. All pages attend classes together in the Library of Congress.

Homecoming to reach new heights

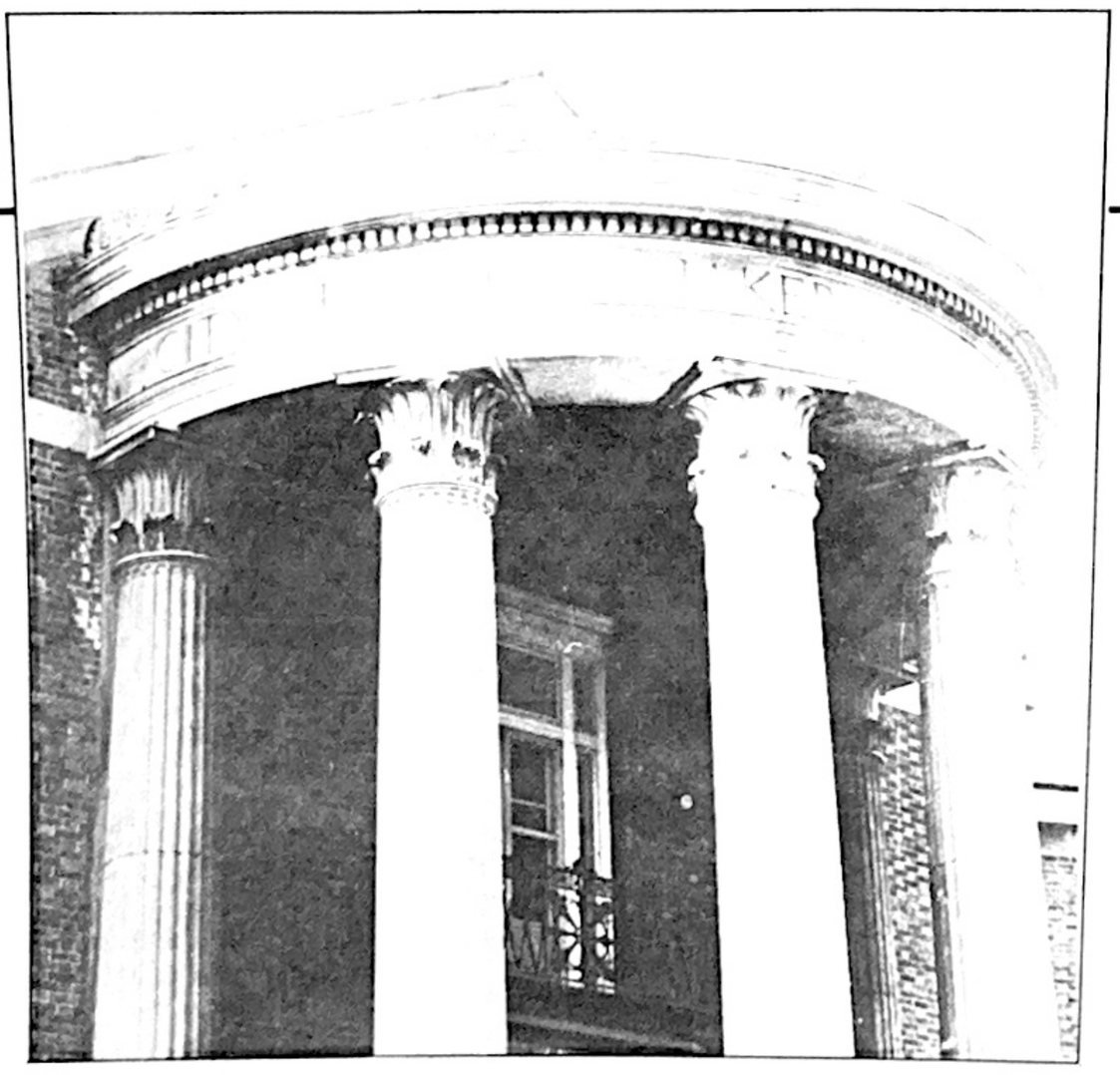
A bonfire, football game and a dance are being planned for Homecoming weekend Oct. 24 and 25. The senior class council and student council are in charge of these arrangements.

"At other schools, homecoming is a big deal, but at Shaker it's not as big of a deal as it could be. But this year will be different," senior class president Michael Feldman said.

Starting the weekend off is the bonfire on Friday night. On Saturday the football game against Shaw will begin at 2 p.m. Pre-game and half-time performances will feature the Red Raider Marching Band. The dance will be from 8 p.m. until midnight in the north gym. There will be live entertainment from a band, The Latest. Such songs as "Rumors" by Timex Social Club, "Can't Wait" by Five Star, "Secret Lover" by Atlantic Star and "In the House" by The Fat Boys.

"The class of '87 plans to return homecoming to the stature of a major event of the school year," Feldman said.

Ticket sales will begin one week before the homecoming weekend.



The newly renovated City Hall will be rededicated on Oct. 25. Elise Hurwitz

City commemorates 75th with year-long festivities

The year-long celebration in honor of Shaker Heights' 75th birthday began Aug. 31 at a city-wide kickoff party at Thornton Park.

A full calendar of events has been planned, including the Shaker Towne Center two mile run Sept. 7, the Oct. 25 planting of daffodils along the rapid stops and the Oct. 25 dedication of city hall after its remodeling.

Beginning in November is a series of community forums. The first is on architecture, followed by a January exhibit at The Historical Society featuring Shaker in 1912. There will also be a treasure hunt and house and garden tours.

The events are organized by a citizen's committee appointed by Mayor Stephen Alfred. A commemorative calendar and t-shirt with the celebration's slogan, "Reflections on the Past and Visions for the Future." are on sale at city hall.

Alfred said, "Shaker Heights has a very proud history. It is one of the best-known suburbs in the country because of its excellent schools, beautiful homes, outstanding transportation system, and first rate city services. But most of all, its residents really care about maintaining this level of excellence for decades to come."

In February of 1912, Shaker Heights was given official status as a village, and in 1931 it became a city. Also, in 1912, the school system was organized.

Seniors attain high honors

by Dusty Klein

Twenty Shaker students qualified as National Merit semi-finalists, and 25 others as commended scholars, based on last fall's Preliminary Scholastic Aptitude Test-National Merit Scholarship Qualifying Test (PSAT-NMSQT).

Forty-five students scored above the national cutoff point of 179 out of a possible 240 points, and 20 students scored above the Ohio cutoff point of 192 points to qualify as semi-finalists. The test is scored by taking the verbal score, doubling it, and adding the math score.

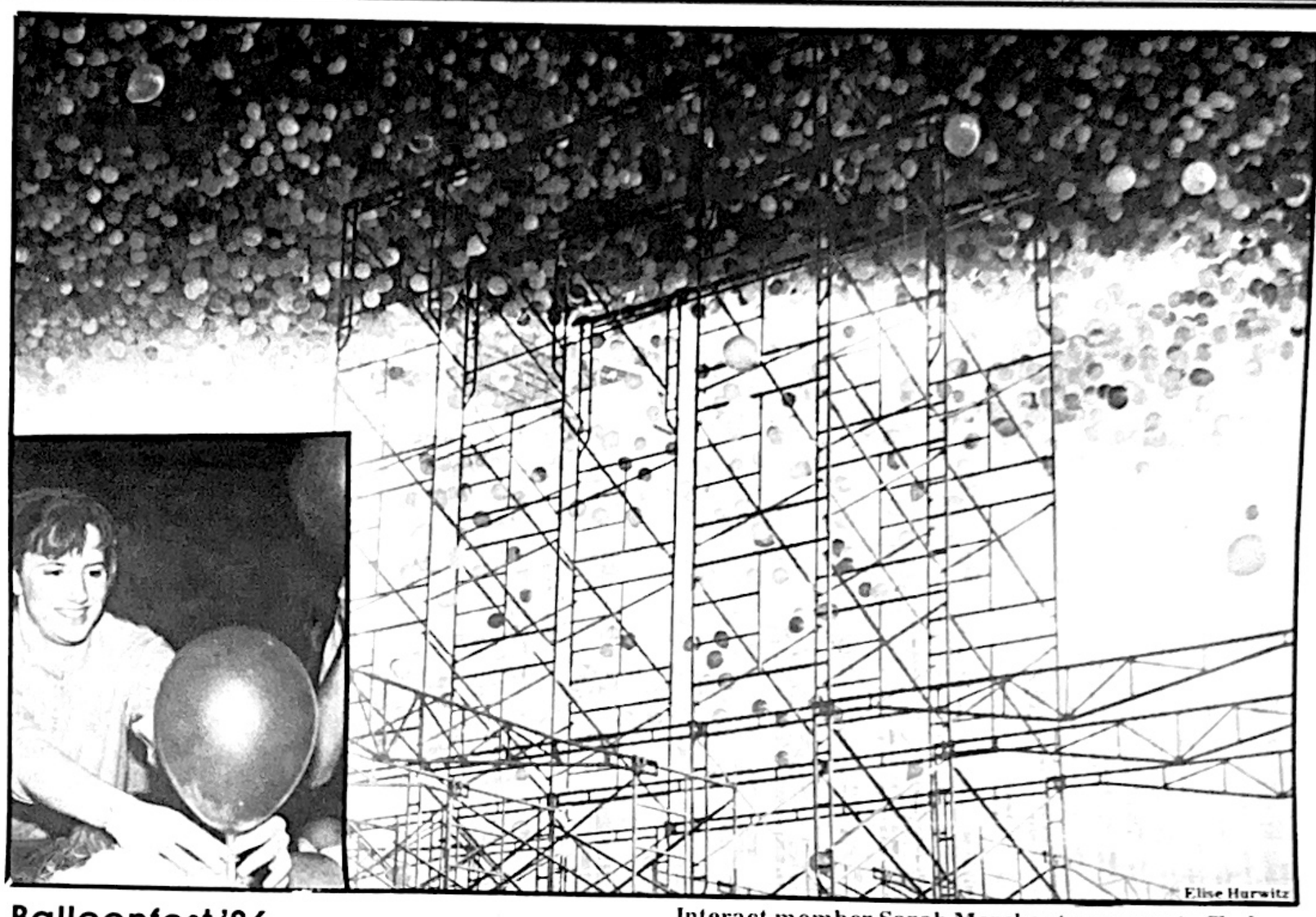
The National Merit Scholarship Program is an annual academic competition which over a million students nationwide, mostly juniors, take in the fall of their junior year. The following fall, merit scholarships are awarded to the six thousand top scorers. The scholarships are supported by over six hundred sponsoring corporations, company foundations, business and professional organizations, colleges, and universities.

Shaker has achieved considerable success over the past several years. Since 1981, Shaker has averaged 20 semi-finalists and 23 commended individuals, very close to this years' figures of 20 and 25.

This years' semi-finalists are Elizabeth Billowitz, Rebecca Bowen, Erin Branagan, David Bromberg, Michael Galvin, David Glenn, Clifford Gyves, Matthew Hartley, Michael Lee, Jared Levin, James Lucier, Karen Mandel, Steven Michel, Robyn Minter, Christopher Murray, David Oppenheimer, Andrew Resnik, Heidi Schwartzwald, Rebecca Taylor, and Paige Weber.

The 25 commended individuals are: Jennifer Bellon, Joanna Blank, Heather Bussman, Richard Dueser, Michael Feldman, Susan Foxman, Julie Hart, David Heller, Jordan Herman, Anne Hungerford, Arnon Kelman, Alan Klein, Matthew Lehman, Stuart Marcy, Jon McFarland, Michael Messinger, Sandra Miller, James Mock, Ellen Moss, Annik Neill, Julie Robertson, Peter Routman, Katrina Schreiber, Melinda Stege, and Matthew Grossman.

National Achievement Scholarship Awards are given to minority students. The class of '87 semifinalists are Carmen Chapman, Robyn Minter and Yvette Tufts. National Achievement Scholarship Commended Students were David Ammons, James Evans, Jonathon Garvin, Jenean Harper, Denise Holley, Racquelle Houston, Jacquelyn McNair, Jason Minter, Harold Talley and Lindsey Washington.



Balloonfest '86

Interact member Sarah Merchant represents Shaker by adding a red balloon to the growing number overhead.

Elise Hurwitz

It's cut throat for cutters

by I-Fan Go

Positive reactions from the faculty and mixed ones from students and parents are the result of the newly implemented attendance policy.

Assistant principal William Trost, who played a major role in installing the policy says he is very satisfied.

"We haven't done any quantitative studies yet, but last year around 450 unclassified absences were recorded a night. This year it's under 200, and at least half are cleared out before the 72 hours," he said.

The new policy is seemingly more work for the teachers, but the willingness to deal with it is there.

A diverse response from the students is easy to find. Some are completely ignorant of the new policy.

One student said, "I don't know what it is. It wouldn't matter if I did."

One junior gave a positive reaction: "It's good, because last year the people who cut everyday didn't get in much trouble. First-time offenders got the same treatment as people who cut everyday. Now if you do it constantly, you face severe consequences. You could lose a credit."

Many students are apathetic towards the new policy. One person's reply was, "I don't think anyone even thinks about the new attendance policy."

Parent responses are also divided. Some didn't know of the new policy, but the majority did. Most parents are satisfied with it.

"I think it's (the new policy) good. If the parents become aware, the parents and the school can work together."

There were some negative replies also. When asked if she thought the policy would deter many students, one parent said, "Not necessarily. The parent is responsible for the child, but at the high school level, the student is independent. The parent can only threaten. Now who is threatening who? Is the school threatening the parent to threaten the student? It's kind of like passing the buck."

Another parent thought the postcard should be second and the phone call third because the latter effect is more permanent.

Terrorism in the halls

by Dan Polster

Hazing has been a main concern of the administration this year due to several incidents involving freshman being harassed by older students.

The "Students' Rights and Responsibilities Handbooks" compiled by the school board, states the official definition of hazing.

"No student shall harass, persecute, participate in any act or acts, or attempt to threaten, act, or participate in any act or acts that injure, degrade, disgrace, or tends to injure, degrade, or disgrace any student," it says.

Isaac Smith, 10th grade principal, said that the student who is subject to hazing is the little person, the "baby freshman" who looks like he does not belong at the high school.

Freshman reports of serious hazing place the blame not on the older juniors and seniors, but on sophomores. The only students caught hazing, however, have been a group of seniors and one junior. Although they were chasing freshman, which is not considered a serious act of hazing, they were suspended from school.

"Hazing is a tradition," says one of the suspended seniors. "I don't think it does much harm to freshmen. I don't think it should be punished. This whole thing has been overblown."

"Hazing is fun," said another senior. "The best part is that you never get caught."

For non-physical abuse like chasing, punishment for students is at least a one day suspension, depending on the severity.

Freshmen reaction to the hazing has generally been one of anger and resentment.

"I think it is very unfair," one freshman said, "because we (freshmen) haven't done anything wrong."

The most serious incident of hazing as of yet occured Sept. 12, the day of the scheduled pep rally, as did most of the general abuse this year. A ninth grader was thrown in a school trash bin by a group of students whom he thinks are sophomores. They have not, as of yet, been caught.

Although the administration maintains that the Sept. 12 pep rally was canceled due to overcast skies, a pep rally was not held the first week of school due to the fear of hazing.

A "cut-proof" policy?

One of the first problems administrators must face at the onset of a new school year is an adequate attendance policy. With every year, it seems as though a new "cut-proof" attendance policy is introduced, yet every year, there are always those same core of students who cut no matter what "devious" penalty is imposed. The question is then raised, is it really an adequate attendance policy that w will keep student attendance up, or is it other more "encouraging" actions than "discouraging" punitive measures?

The new attendance policy does appear to be foolproof. Its creators have tried to correct last year's problems by incorporating new changes this year. One of the main problems of last year was that the computer, which kept track of all the attendance records, often malfunctioned. Even when the computer was finally fixed by the end of the year, the numbers of absences were just too great for the computer to handle. Another problem was that parents who worked all day were often unable to excuse their child because they could not call during school hours.

The new attendance policy appears to have solved some of these problems. Rather than depending wholly on the computer for attendance problems, it is the parents' responsibility to call in and excuse their child within 24 hours. If they fail to do so within that time span, the absence automatically is designated "UNEXCUSED". The problem of parents being out of work all day is eliminated because they can call as late as 9 p.m.

Another seemingly "foolproof" notion is that teachers become immediately involved. After the second "unexcused absence" the teacher calls home. Furthermore, individual class attendance is recorded rather than daily school attendance. Thus, a student who cuts for an entire afternoon can already have three "unexcused absences" for one day, whereas last year, he would have had one cut for the entire day.

And students can't get away with cutting a class continuously for a long period of time, for after four "unexcused absences" the student will probably be removed from the class.

But the real problem is not enforcing a Draconian attendance policy. There will always be that main core of students who cut under any circumstances. They cut because, obviously, for some reason or another, they don't want to be in school. The real problem, then, is in motivating these people. Programs which encourage students to perform ought to be emphasized rather than negative punitive actions enforced if one does not do something. Such programs as Push-Excel, SWAE, ought to be highlighted and supported more. If groups such as these were 100 percent successful in motivating students, administrators would probably have to worry very little about attendance.

Just say no!

Recently, it was labeled America's number one concern, "surpassing economic woes and nuclear war". Perhaps it is America's greatest shame. Indeed, the United States must finally confront what has long been a stark reality: the drug problem. We, at Shaker, are certainly not sheltered from this ravaging epidemic. Drugs have long been a problem and Shaker must increase its efforts to combat drugs as it now is seriously jeopardizing the youth of the nation.

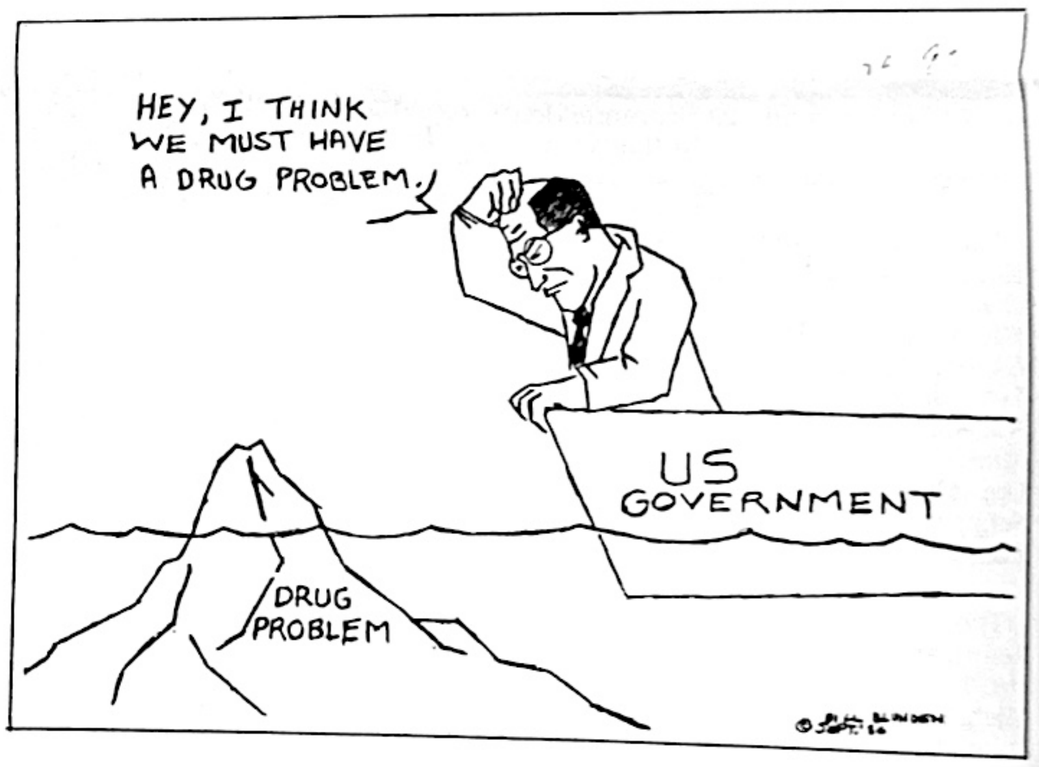
Shaker is on the right track. A few years ago, Project CARE (Chemical Abuse Reduced by Education), was started by the Greater Cleveland School Superintendents Association as a response to the growing concern over the drug problem. Its three main components are: 1) awareness education, and prevention, 2) treatment and rehabilitation, 3) law enforcement and criminal justice. The specific educational component in this system is CORE, which focuses on prevention rather than treatment.

Unfortunately, however, a CORE program is just getting started here at Shaker, and at present, there is no person designated as chemical conerns coordinator.

But Shaker does have the groundwork for a successful program. Last year, Principal C.A. Zimmerman brought in dogs to search students' lockers for drugs, but they found nothing. Furthermore, programs such as C.A.T.S., the Youth Center, and Shaker Parents Aware are primarily concerned with warning students about the dangerous effects of drugs. At present, a CORE team is being set up to review referrals from staff members on students whom they suspect to be on drugs.

The need for action against drugs has definitely been identified. But that isn't enough. Constructive programs must be set up. Rather than trying to slough off the problem because it seems beyond a solution, parents and other people involved must be patient and put aside their frustration in dealing with this crisis.

But in the end, it all boils down to the individual. As Dr. Reginald Blue, a district coordinator of CARE, notes, "The fact that they (drugs) are offered, doesn't mean you have to take it." Individual assertiveness outlasts any institutionalized program.



Don't miss the Shakerite's pizza sale every Tuesday after school in the cafeteria

Don't forget about SAT's and Achievement tests November 1

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The forum page is designed to give all Shaker students, teachers, and parents an opportunity to express their opinion on any issue which in some way pertains to Shaker Heights High School. Letters to the Editor are welcome as well. However, letters, unlike essays, are a reaction to something printed or not printed in a previous issue.

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A battleground or place for learning?

by Lisa Billowitz

In the sheltered environment of Successful Suburbia, it's easy to lose our grasp on perspective. Trivial gains and losses are blown up to earthshaking proportions as seniors grow apoplectic about National Merit Semifinalism, juniors slave till the wee hours over a one-point chemistry bonus problem, and friendships are made or broken over copying someone's Amsco chapter for French class.

We are led to believe that happiness lies in a straight-A report card and acceptance to an Ivy League school, and if we brown-nose from 8 till 3 and cram from 4 till midnight (taking time out for the SAT prep course), we'll be rewarded in later life.

So where does learning come in? It's disillusioning to realize that one can get A's and earn the label "good student" without learning a thing. The term "good student" should be re-defined to mean the student who learns, not necessarily the student who gets the best grades.

A teacher told me that to be a good student, you had to learn to be an efficient crap detector. I wish I had known that sooner.

This is my recommendation: detect some crap. School is for learning, not for neurotic competition. Distinguish between what's there for you to learn from, and what's a waste of time. As a high school student, you're somewhat obligated to do the meaningless stuff also, but don't let it drain you.

Save some energy for what you feel is important; don't let your peers, teachers, or Barron's Guide to Colleges dictate your priorities. School is only one place of learning.

Keep things in perspective. Straight A's, class officer and Yale don't guarantee a happy life, and the most important things you learn in high school may not show up on your grade transcript.

Are SAT'S for real?

by Doug Fuller

Soon the juniors of Shaker High will be faced with the test that is supposed to measure their intelligence and their ability to perform in college. Can this one test on mathematics and English determine your native intelligence and scholastic capabilities? Of course not! Yet, admissions personnel at colleges and almost everyone else judges you by your SAT score. Evidence proves that the SAT is not an accurate assessment of one's mental abilities and therefore the test should no longer be held in such high regard as a measurement of intelligence.

The ridiculous belief that the SAT is an improved I.Q. test is disproven by an expert, John Katzman. Katzman is the head of the Princeton Review, the most successful SAT preparation course. He admits the SAT measures nothing but your ability to answer the questions on the SAT. His opinion is most likely accurate because he has spent many years teaching students about the SAT and has analyzed the test thoroughly.

Another authorative figure on the SAT who doubts the test's usefulness is David Owen. Owen even published a book refuting the idea of the SAT as a valid measure of scholastic work. He argues that the answers to many questions on the SAT and other standardized tests depends entirely on the perspective of the test taker. It is a wonder that most people regard the SAT as a valuable assessment of one's mental capabilities.

There is still hope for a more enlightened SAT ridden future. Several universities and colleges have seen the light and no longer require to see the SAT scores. Even the awe inspiring Harvard University has recognized the futility of judging someone's intelligence by their SAT score. In some brighter epoch, the United States might be full of colleges that realize the SAT's uselessness. Until that day, the best a junior can do is recite Owen's arguments, study Katzman's SAT book and wait for the test day.

Candid Quotes

A few weeks ago, six boys were riding home from a soccer party in Mayfield Heights and offered 12 girls a ride. The car hit two trees and three schoolmates were fatally injured. Following the accident, the 17-year-old driver was charged by the Mayfield Heights prosecutor with three counts of vehicular homicide and will be cited in Juvenile Court.

Q: Should the Mayfield Heights teenager involved in the car crash be indicted for manslaughter?

..Steve Landau ('88): "He was negligent. The crash was his fault."

Twan Bounds ('90): "He should be. It's his fault."

..Mr. Thomas Patrick (faculty) - "I think if the prosecutor has facts that would warrant an indictment then the driver should be indicted. The prosecutor would be able to determine from the Ohio Revised Code what conditions are necessary for an indictment."

..Stephanie Pollack ('87): "I think he should be put on trial, but I think the action taken against him should be light because they have to realize it's not 100 per cent his fault."

..Jeff Donohoe ('89): "I think it's ridiculous. I don't think he should be charged because there exists no evidence of drugs or alcohol."

Nothing will work

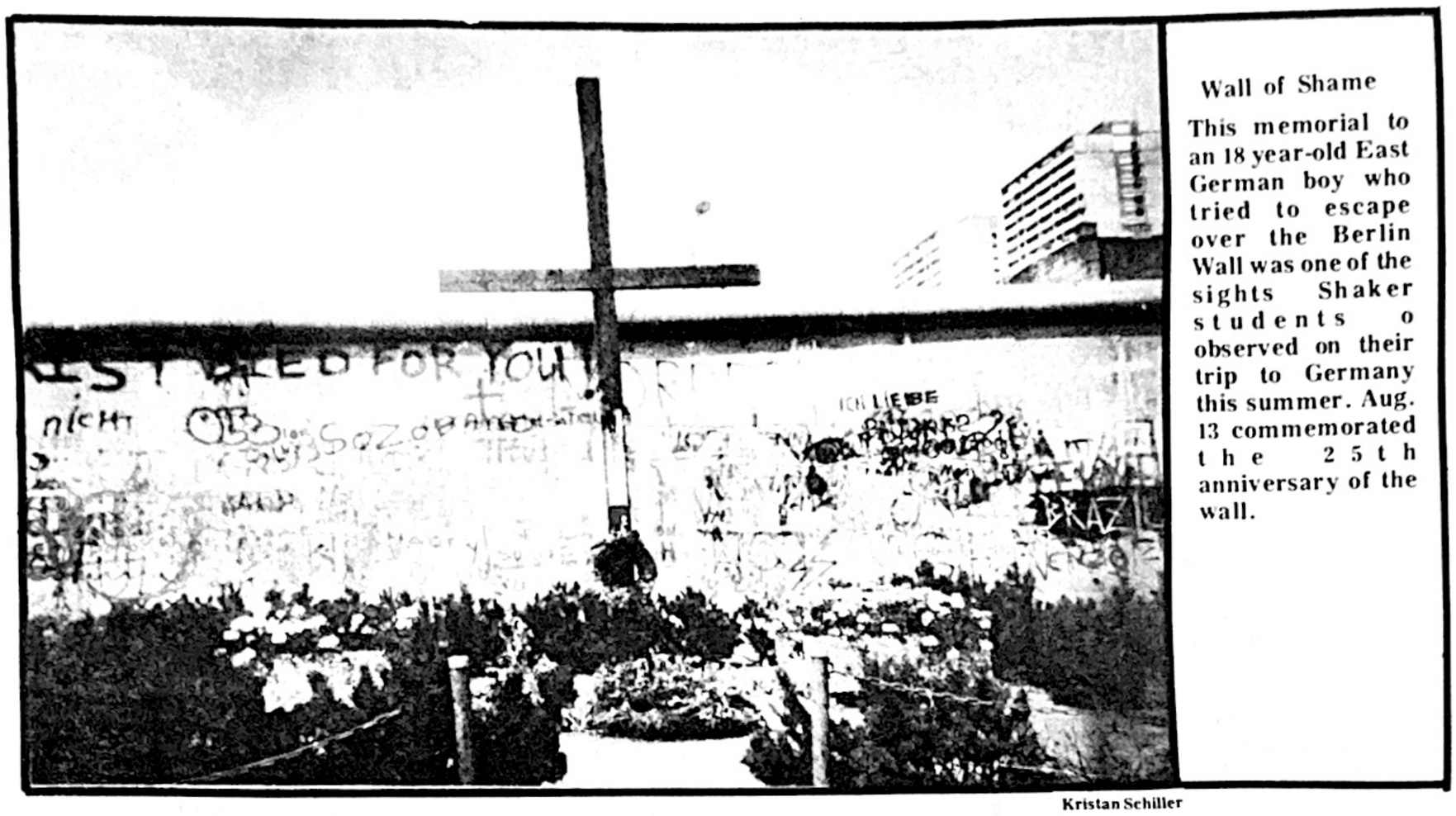
by Michael Galvin

The new wave of educational reforms espoused by Secretary of Education William Beenett are certainly intriguing. While at Shaker we are blessed with one of the finest educations and some of the finest teachers in the United States, general opionion holds that American secondary education needs major reforms. Recently, whenever the subject of education is raised, ideas such as merit pay for outstanding teachers, an increased school year, and competency testing for teachers are spouted as if they were a sort of educational gospel. However, these reforms, while well-meaning, will do little or nothing to improve the status of America's educational system.

Merit pay, interestingly enough, seems to be supported by nearly everybody, with the conspicuous exception of the teachers' unions. The idea is valid enough: reward outstanding teachers for their prowess by adding to their paycheck. This is all very well and good, but unfortunately, merit pay will do little to improve the quality of teaching. The good teachers will be rewareded, yet these are the teachers whose ability we already applaud. What is to be done about those educators who do not teach well? Merit pay works for rewarding teachers who teach well; but to the larger issue of improving teaching quality, it is irrelevant.

What student would want to spend an entire year in school? Apparently, the theorists who developed the idea of a year-round school year believe that there are many such students throughout the United States. Like merity pay, a longer school year is an idea with a few virtues, but in this case the bad points outweigh the good. If the national quality of teaching is so poor as the National Commission on Education decided a few years ago, what purpose will thirty-five added days of poor instruction serve? While the school year may be longer in many European nations and in Japan, the overall quality of teaching is better. This latter consideration is far more important.

Recently, the ability of standardized tests, such as the SAT, to measure ability and skills has come under fire. Yet if standardized tests are no valid measure of anything besides the ability to take tests, why would we devise competency tests for teachers? Certainly, teachers must have knowledge of the subjects which they teach; a requirement that teachers be working towards a Master's degree, such as we have in Shaker Heights, would solve this problem more effectively than competency testing. In addition, a teacher may have great knowledge of his or her field, yet may be unable to communicate this knowledge to students. There is no objective measure for teaching ability. A better solution would be to raise the starting salary for teachers, thereby attracting the best and brightest of recent college graduates.



Kristan Schiller

Wall of Shame

This memorial to an 18 year-old East German boy who tried to escape over the Berlin Wall was one of the sights Shaker students observed on their trip to Germany this summer. Aug. 13 commemorated the 25th anniversary of the wall.

First Impressions

by Samia Geha

Thursday, August 28, 1986 - the beginning of the new 1986-87 school year at Shaker Heights High School. For me, however, a newcomer to Shaker Heights High School, this was also the beginning of a new part of my *life. What would this new school be like? And will I like it?*

8:00 - time for homeroom. And I just made it on time, too. I was able to find a parking space within walking distance from school! Trudging up the stairs to my third floor homeroom, I realized just how big this school is. Coming from a school with only one hundred students per class, Shaker Heights High School seems enormous. Finally, I'm there. Now to see whose last names are near mine in the alphabet. The room slowly starts to fill up, and I become aware of unknown eyes watching me. "Who is she?" They seem to ask "She wasn't here last year."

Finally, after numerous announcements and the handing-out of several cards to be filled out and signed by our parents, it's time for first period class. But I don't have a class, so what should I do? I've got it -- I'll go into the cafeteria and catch up on some letterwriting. Getting to the cafeteria, however, is not that easy. The halls are crammed f full with bodies, and become a sea of unknown faces. Some look awake and excited to be here, while others look tired and bored already. Well, at least that's the same wherever you go! Eventually I make it ot the cafeteria, pick out a table, and sit down. New faces surround me. Will I ever know who all these people are? Before long the bell rings and I'm off to my first real class - English.

Fortunately, I know someone in that class, so I sit down without being too nervous. As attendance is called, and my name draws nearer I begin to worry. Please don't say it wrong. Please! But, of course, he does. What a first impression! To be new and to have a strange name is not the most wonderful way to receive attention. Luckily there are equally hard to pronounce names in that class, so I don't really stand out too much.

After singing a few songs the bell rings, and it's off to math. At least there I don't have to worry about my name being mispronounced. Instead, I'm just known as *"The Girl from Connecticut!" My teacher definitely keeps me* wide awake that period, and does a fantastic job of thoroughly confusing not only me, but also the entire class. And on the first day of school, too!

Fourth period. Time for physics, where I turn out to be one of only two juniors in the class. Talk about feeling out of place!

Finally, the bell rings and it's time for lunch. Fortunately, I have a friend who eats fifth period, also. And what a friend. I owe the fact that I haven't gotten lost, at least not yet, to her.

Lunch goes by quickly, and then it's off to American History with some of the people I just met. This makes three out of four classes where I've at least known someone. After a brief evaluation of our knowledge of American History, which is close to nil, it's time for advanced physical educaiton. Oh the thrills of being an upperclassman!

Eighth period -- last class of the day. And what a long day it's been! I have a French way up on the third floor. The class is tiny; only nine people are in it. After the rest of my classes with twenty-five to thirty students in them this one looks too small!

Finally 3:10 arrives and the day is over. But wait! I'm forgetting field hockey practice. How on earth am I going to manage to play for two hours when I'm so tired already? I guess it's just something else I'll have to get used to.

When I eventually get home that night and look back upon my day, I realize I survived my first day at Shaker Heights High School pretty well. I didn't even get lost! And generally everyone seemed friendly. It's going to be quite different from my old school, but hopefully, I along with all the other new students here, will make the adjustment easily and enjoy ourselves this year.

Attention English teachers!

by Dan Polster

English teachers of the world unite! You have nothing to lose but very confused students!

Do you ever notice a certain pattern that takes place in English classes each school year? I certainly do. After finishing a year of school in June, I finally have learned how to write an essay for my English teacher. Upon returning to school in September, it takes me another six months to learn how to write for the new one.

My point is this: English teachers have such different ideas about how to write essays, that by the time *students graduate, they are totally confused.*

I am not referring to little things like whether or not to abbreviate certain words, or what kind of punctuation should be used in certain places, but major ideas. I have found teachers at Shaker that completely contradict one another in matters of essay structure and content. Where does this leave the student?

For example, one teacher at Shaker tells his students to always restate their thesis in the conclusion of an essay. Another teacher, teaching the same course (grade and level), tells his students that they will be penalized for doing so. I would be very confused if I ever were to have both of these teachers during my years at Shaker.

Other English teachers disagree about the number of paragraphs there should be in an essay. Some say a summary is necessary at the end, while others say "Never!" Many teachers want you to fill the paper with detail after detail, while others simply want you to find one philosophical theme.

Do not get me wrong. Students have their own ideas about things, just as English teachers have their own ideas about essay writing. I would certainly not like to see a guidebook which said, "Essays shall have this many paragraphs, this many words, etc."

I do feel, however, that if students have confidence in the content of their essay, and they have gotten the point across, then a teacher should not base the grade upon whether the paper has a title or not.

Cheers & Jeers

CHEERS...to David Heller, Peter Nagusky, Dan Polster, Peter Routman, and Steve Lee for winning awards at the Ball State University Journalism Workshops this past summer.

CHEERS...to Michael Lee, Andrew Wu, Dan Craig, and Danielle Melzer for making the Cleveland Orchestra Youth Orchestra.

CHEERS...to Lomond School, for being named a Model School by the U.S. Department of Education earlier this year.

CHEERS...to everyone who contributed to United Way.

Students take flight

Germany, France explored

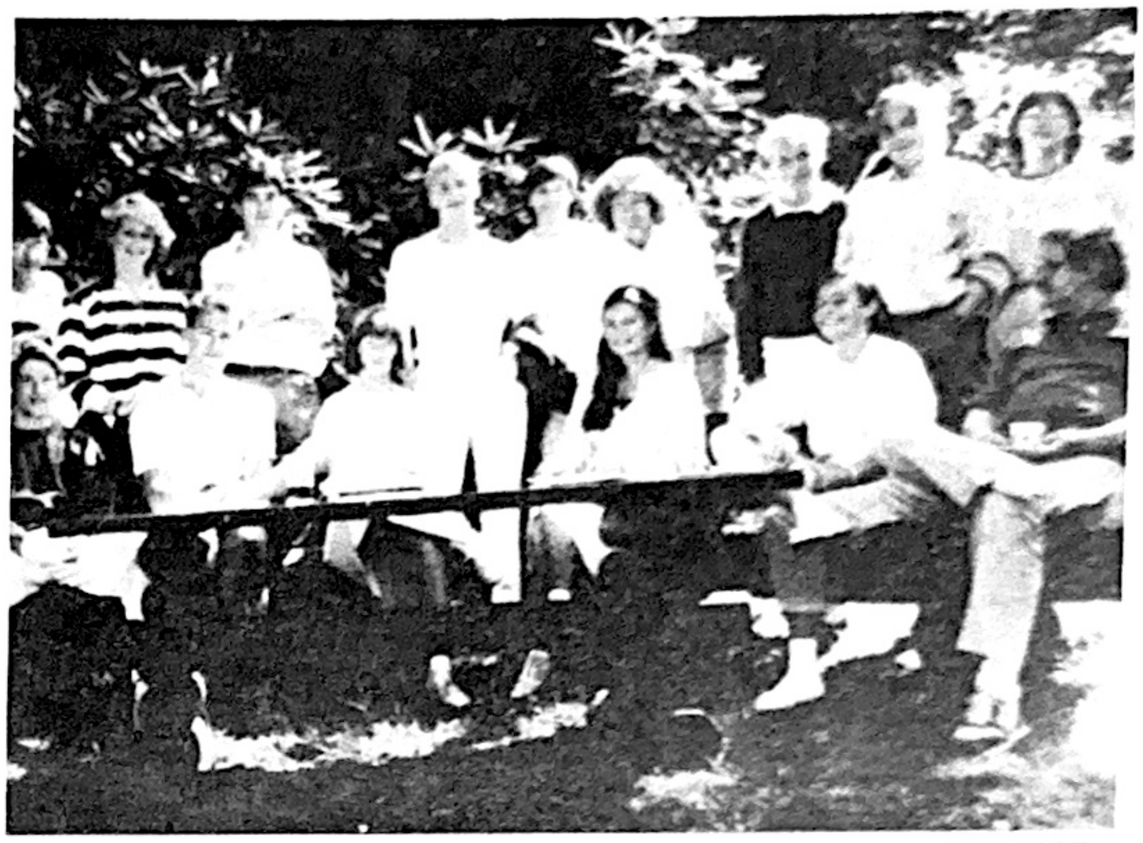
by Jim Lucier

Have you ever tried taking a math test when the only question you understand is the blank space for your name? How about knowing more English than your English teacher? Would you pay more money for these experiences when they are offered at Shaker? Over the summer, fifteen Shaker students did in their annual trips to Europe.

The trips to Germany and France offer many rewards to Shaker students. Joanna Blank, who spent an entire semester in Germany, feels that the purpose of the exchange is, "to learn the language, understand the culture and people, but most important--to have fun!" French teacher Ruth Berger, the lady who organizes the trips to France, thought the most valuable long-term result of the visit was the friends the kids made. Unquestionably, the trip is worthwhile, and all the participants are enthusiastic.

In the program, Shaker students travel abroad and stay with a host family for approximately three weeks. A European teenager will then stay at Shaker with a family, exposing each youngster to a foreign culture. No clubs or organizations are involved in the exchange; rather, eight year ago, Shaker and Goslar Rats-gymnasium, a high school in Germany, agreed to exchange students. The program has flourished, especially under the recent direction of Lynda Mayer.

The French trips's success is due to the generosity of The Cleveland International Volunteers organization. This organization plans and subsidizes entertainment for French students in America and provides financial aid for Shaker students going to France. In return, C.I.V.O. receives nothing but the expressed satisfaction of the students.



Kristan Schiller

Ratsgymnasium and Shaker students relax at the home of a host student in Goslar, West Germany.

And C.I.V.O.'s compliments are deserved. Besides seeing the somber sights like the Berlin Wall, the students visit all the tourist sites. The best part of the trip, however, is staying with the host family and being exposed to the culture. Often the host family grows close to the visitor.

One of the French kids who came to Shaker this summer wrote, "I've kept a piece of the sun I found in the U.S. in my head."

"We base our humor on people"

by Kristan Schiller

Having endured an entire month of the tedium of high school, the symptoms of senioritis are alive and well. Shaker has weathered the assault of a comical couple of 1987 graduates and their awe-inspiring congeniality towards their fellow classmates.

"We don't care what you think of us because we'll probably never see you anyway." This is Senior Class President Michael Feldman and Vice President Matt Grossman's philosophy.

A self-described "deadly duo", Feldman and Grossman are the founders of the neon message sign seen above the display case every 4th, 5th and 6th period in the cafeteria. Nicknamed "the board", the message sign was a gift to the school from the class of '84 and, until this year has been used only minimally in the front office.

According to Feldman, the idea for the board came about after frequent complaints from the senior class about the lack of communication in the school. Grossman had a different account of the board's origin: "David Letterman gave us a call one night."

The idea for the top five list was indeed taken from "Late Night". Just as Feldman feels that "David gets annoying as hell sometimes," freshman Ernest DeJesus "didn't like the 'top five freshman hot spots'. It bothered him."

In addition to the top five list, the board features a trivia question, question to ponder, sports schedule and game scores. All sections are composed of original material and the two take equal credit for everything. They often accept suggestions, though.

One student, on finding out that Feldman and Grossman work solely with their own creative energy, remarked, "They make them up? Really? A surprisingly good idea on the seniors' part."

Said Feldman, "Our humors are similar enough so we can work together but different enough for new ideas."

On humor...

FELDMAN: "We base our humor on people."

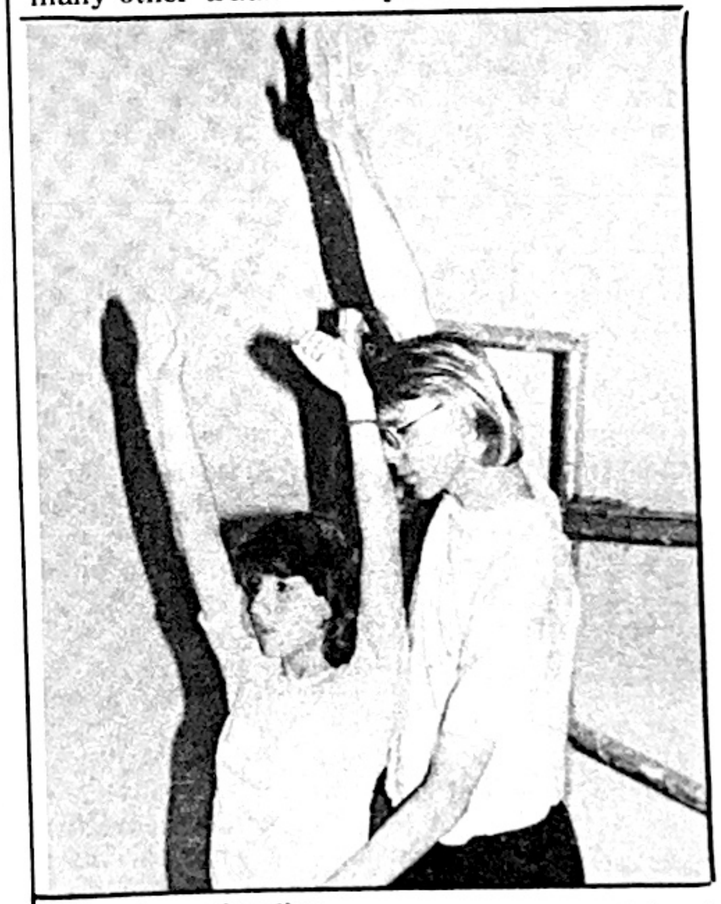
Continued on Page 12

Superstitious students knock on wood

by Steven Michel

Prayer in the classroom seems a controversial subject currently, but what about prayer in the locker room? Well check out the Shaker Raiders football team prior to games and you'll find them with heads bowed in solemn recitation of the Lord's Prayer. Why? Tradition, superstition, and inspiration. Many Shaker groups perform this type of prepatory ritual (behind the scenes). But do they work? One football player admits that the team did not say the prayer before this season's first game and some team members blamed the loss on this fact. Yet he also admits that heads were bowed for the second game and Shaker still lost, though the score was closer.

The field hockey players, besides sporting their dapper kilts on home game days, hold many other traditions key to their success.



Thespians ritualize Matt Weinstock

As senior Katrina Schreiber says, "There are so many dumb things we do before games, but they are efffective."

Such "dumb things" include singing movie renditions of "Home on the Range" and the national anthem on the bus, Jessica White's retelling of the Achilles mith as the team stretches their Achilles tendons, and chanting a generic "S-H-A-K-E-R" cheer starting at the fifteenth jumping jack. So far the team remains undefeated – so who knows....

The soccer team, perhaps not as articulate as either the football or field hockey teams, forms a circle and, as senior Todd Stevens says, "makes a lot of noise." This seems to be enough to motivate the players.

Of course, the real question must be what the pole vaulters' secret is. Amidst tedious and prolonged confrontation, the answer was revealed - "The Whammie." An explanation of this sacred ritual, though, was refused.

Moving away from athletics to the fine arts and academic groups, the first stop is the band. During marching season, most members agree that although they have no superstitious good luck charms, the drum cadences generally get them in the "marching spirit." In the concert hall however, some musicians claim that bassoonist Kim Palmer's ability to play the tuning note is a divine sign.

Our "Master Thespians" of the theatre department start all classes, rehearsals, and performances with a physical and vocal that concludes with a sort of two-handed slow motion pseudo-Italian gesture while proclaiming "proof" in a wee high voice.

Although most other groups were reluctant to reveal their tricks, the Academic Decathlon team admitted that informing the other teams of their physical unattractiveness raised team morale, and Junior Council on World Affairs (JCWA) quite bizzarely places their superstition in wishing each other good luck.

Well whether these traditions are effective or not, one may never know; however, in the immortal words of someone, "It can't hurt to try."

MAKING HISTORY: Kons and Thorman join Social Studies Department

by Debbie Cohan

Shaker's social studies department added two new history teachers this year who have diverse backgrounds and views but share certain attitudes.

Global history teacher David Kons, originally from Littlechute, Wisconsin, joined the military out of college and served as a second lieutenant in 1964 until his retirement in June of 1985. He acted as assistant professor of military science at John Carroll University and also taught at St. Norbert College.

Teaching is a new experience for Christopher Thorman, a global and American history teacher from Cincinnati. Thorman's degrees include a B. A. from Kenyon College and an M. A. from the Teachers College of Columbia University. He completed student teaching at Bronx High School of Science in New York City.

Thorman and Kons identify one of the rewards of their profession as the reciprocal effect of teaching in the classroom.

Jeff Friedman

Kons and Thorman make learning contagious.

"You learn more teaching than you will in any class," Thorman said.

Thorman uses various techniques such as an inquiry approach to promote a learning environment with class discussions.

"(Teaching) is a way of not growing old because you stay in contact with what is going on," Kons said.

The two new history teachers are impressed with the parental involvement at Shaker.

"...I was so pleased to see that Shaker is built on including the family in the teaching process," Kons said.

"I think most parents take a pretty active role in their children's education," said Thorman. "The parents are concerned. They will complain and harass teachers. It's good; there's nothing wrong with it. Shaker teachers can rely on parents to help motivate the kids to a large extent."

Terry Pollack, head of the social studies department, expressed his reasons for adding Thorman and Kons to the staff.

"Mr. Graham and I interviewed a number of applicants for the job of social studies teacher at the high school," said Pollack. "Mr. Kons and Mr. Thorman were the best prepared in terms of subject area expertise. Both possessed energy and enthusiasm which I was sure would be contagious in the classroom."

McNair captures *Miss Teen* Cleveland crown

by Paige Weber

"You know the quote from Shakespeare that goes, All the world's a stage, and all the men and women merely players...'? Jakki McNair asks. "Well, the judges asked me what I thought that meant. I said that because we're always presenting ourselves to society, we have to be at our best to succeed..."

Jakki McNair, a senior, is Miss Teen Cleveland 1986. The Miss Teen Cleveland competition includes sportswear modeling, evening gown modeling, and a five minute personality interview, which weighs most heavily with the judges. There is more to the competition, however, than what meets the eye.

"The greatest value of the competition is the self-confidence it gives the girls involved...not so much in beauty, but in everyday life. You learn, through meeting new people, speaking in front of large audiences, and walking with a little more poise on the runway, to really believe in yourself inside, and that reflects outwardly in everything you do," Jakki explains.

The contest staff emphasizes friendly competition. The contestants meet everyone before the competition at a "Get-Acquainted Party" and by the contest's end the girls become good friends. Jakki cites this as "one of the most rewarding things about the contest" and believes that "everyone would be happy no matter who won because we all know each other."

Jakki will represent Cleveland at The Grand Finale competition in Dallas, where she will meet contestants from every major city in America. The Grand Finale offers optional divisions including Miss Photogenic, Miss Congeniality (also a category in the Teen Cleveland competition; the contestants choose the winner), and Most Talented. She plans to enter the talent competition with a dance, dramatic reading, and vocal routine to "combine strengths."

Jakki plans to enter the medical field in the future and believes her experiences in the competition will give her confidence to realize this goal.

McNair takes a victory walk

Saying goodbye is not so hard to younger siblings

by Amy Hanson

More chances to use the car, phone and bathroom may appear to be dream but is actually a reality - the departure of siblings for college.

"More food in the house," "not as much fighting," and "less mess to clean up" are just a few of the dramatic changes in these households. Students enjoy the extra privileges they receive in the absence of their brothers and sisters.

"I get more things from my parents now that she's gone," said freshman Lisa Perry about her sister's departure from the house.

"I don't have someone always borrowing my clothes now," said senior Jakki McNair.

Several students believe that their families have more unity without their collegians.

"It's more compact because it's the typical four-member family now," said senior Steven Michel.

'She's not **home** when she's home from school anyway," senior Karen Wisham said.

Sophomore Chris Callister, however, explained the sense of loss involved in having a sibling away at college.

"You miss the companionship. Someone to talk to...someone to fix my pants. She sews," he said.

Many students do miss their college-bound siblings but often lose all feelings of grief after a brief visit with their beloved.

"I miss him when he's at school, but when he comes home, I can't stand him," said junior Kyra Keene. "I think family relationships long distance over the phone are the best way to go."

Keene resents the rebellious attitudes her brother brings home from school.

"He gets more freedom when he comes home from college. He won't let my parents put their restrictions on him," she said.

Senior Joanna Belkin shares Keene's frustrations.

"I like it when he comes around for a week. After a week, he gets kind of self-centered. It's like he doesn't live here anymore--he doesn't do the dishes," she said.

Belkin also envies the attention her brother receives.

"I don't know if I get more attention. Sometimes I think he does because (my parents) are always concerned about calling him and writing letters," she said.

Senior Chris Murray offers words of wisdom to students who have siblings at college. "Move into their room quickly--before they come back."

Around the Oval

Slawson sits on mountain

by Martin J. Blackwell

"It's almost assumed that to win the Lake Erie League Title, tennis teams have to beat Shaker," boasted girls tennis coach Al Slawson. At the halfway point of their season, the ladies were keeping up with tradition. The netters won their first three league matches over Lakewood, Normandy, and Shaw. They devastated all three, 5-0. Playing with five seniors who have been on the team since their sophomore year, is a fourth consecutive league title too much to ask?

"We have a chance to go through the league with every player unbeaten," speculated the laid-back Slawson.

Money was the reason the football team didn't play its usual independent schedule of Chanel, Lincoln West, and South High Schools this year. Shaker would not guarantee the athletic departments of these schools a percentage of Raider gate receipts. The three squads, therefore, declined to play us, and Shaker wound up meeting Berea and St. Thomas Aquinas.

The new eligibility rules this year have left many athletes confused. Simply stated, each semester a student athlete must pass four subjects with each one a half unit of credit. If at the end of nine weeks, an athlete has failed to do this, he will be forced to sit out the next nine weeks.

Led by senior captain Greg Cowan, the golf team has posted a three and two record at the halfway point of their season. After beating Cleveland Heights 192 to 177, the golfers moved over .500. It prompted coach Bob Wonson to say, "The title is wide open."

The varsity field hockey team loves to sing. They belt out the National Anthem on the bus before the start of each away game. "They don't sing it, they yell it," commented head coach Linda Betley. It seems to be working; the ladies were unbeaten after their first six games.

4th and 1: Emotions at peak as Raiders challenge LEL-rivals tonight

by David Englander

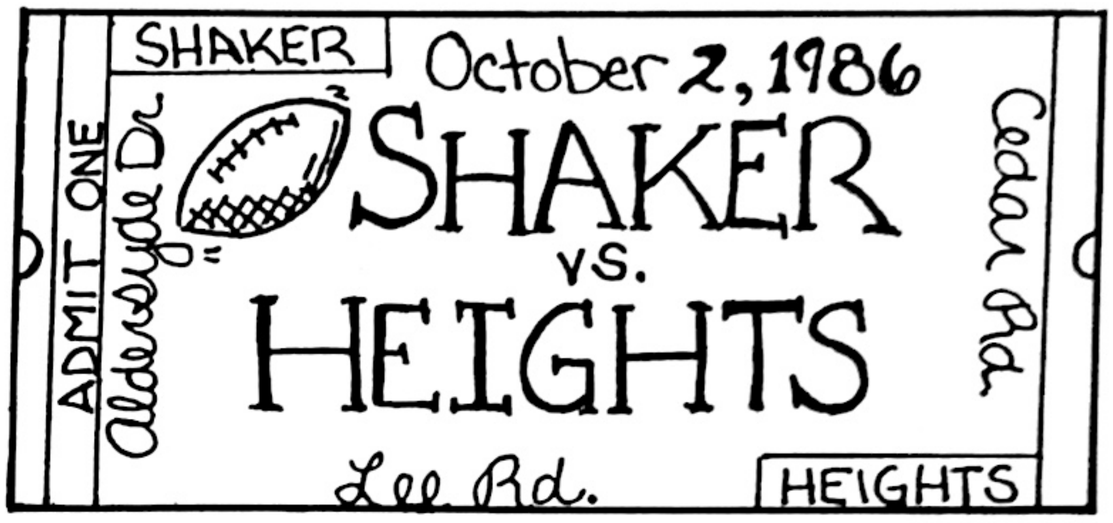
Tonight at 7:30 p.m., the high school football team will take its big frames into Cleveland Heights to face the Tigers in a matchup which could well decide the Lake Erie League champion.

Heights does have its weaknesses, however. The defense is led by returning all-LEL selection Daryl Green. He and his Tiger "D" have given up touchdowns of 70, 36, 20, and 16 yards. Another glaring weakness is penalties, as shown by the 105 yards taken away against both Brush and St. Ignatius.

The Raiders have had some problems of their own. Injuries to senior captains Greg Jackson and Brian Spring and starters Reggie Ross, Tyree Thompson, and Brad Woomer got the Raiders off to an 0-2 start before defeating Warrensville, 16-6. Cleveland Heights, on the other hand, has beaten both Euclid and Brush and lost to St. Ignatius, 23-13.

Red Raider coach Al Raymond, last year's "Coach of the Year" will have to defend against the high-powered wishbone offense of Heights and first year head coach Kerry Hodakievic.

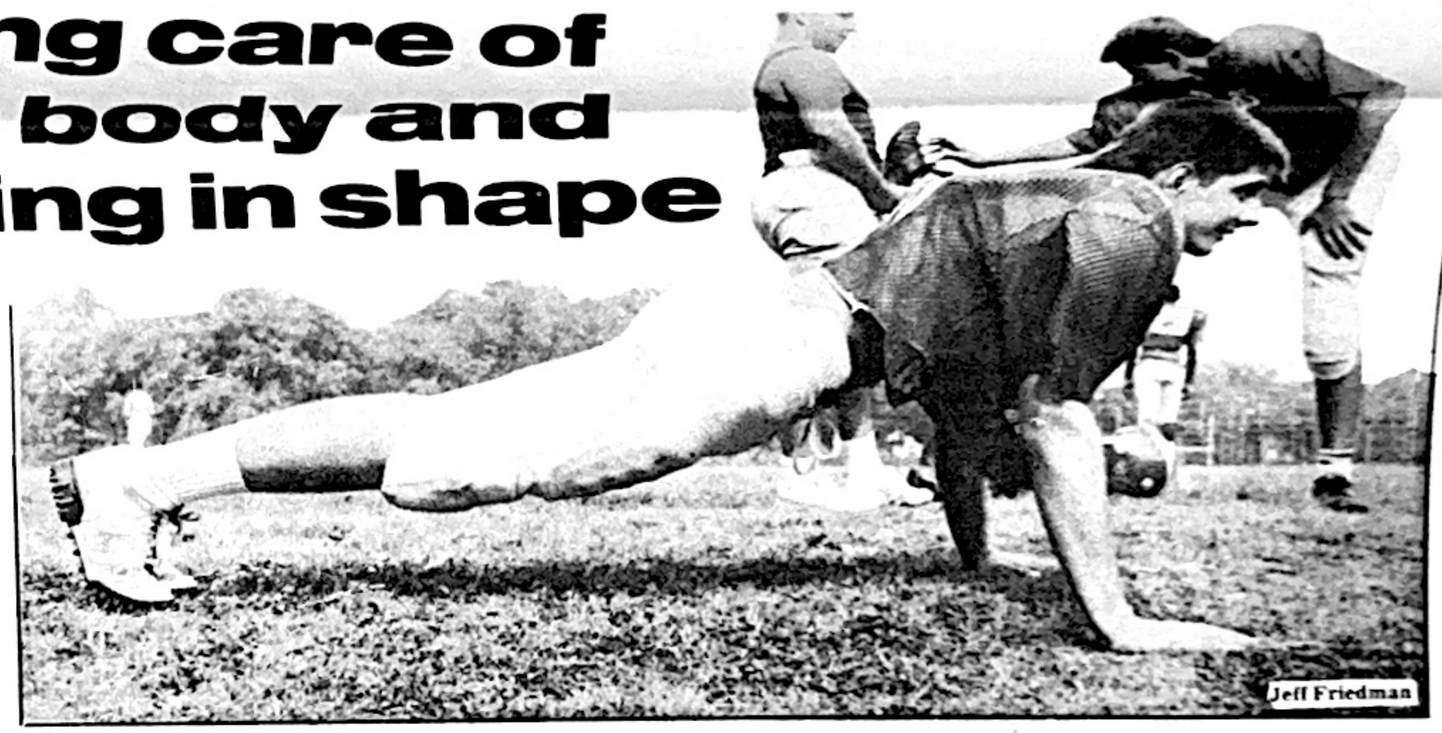
The Tiger offense, which scored 34 points on 376 yards in a 34-14 victory against Brush, is headed by senior quarterback Don Crump. Crump is had scoring strikes of 54, 51, and 57 yards. Yet, he is also very mobile and has rushed for three touchdowns, his longest a 47 yard run against Brush. Other standouts include senior end, Imari Bremer and junior running back Willie Smith.



- Jodii Fanaroff

Taking care of your body and staying in shape

SEE PAGE 12



Jeff Friedman

Raiders in the Crowd

DAN CRAIG
Junior

As of press time, midfielder Dan Craig was the leading scorer on the varsity soccer squad. After seven games Craig had put four balls between the posts, and collected two "game balls" for his valuable performances. Last year, as a sophomore, Craig was recognized as 2nd team LEL.

MICHELLE CRAFT
Senior

As captain of the varsity field hockey team, Michelle Craft has led the defense to four shut-outs. Her third year starting on defense has been her best yet. In six games, she and her counterparts have let in a lone goal.

GREG COWAN
Senior

Greg Cowan, in his third year on the varsity team, is having his best season yet. His nine hole average of 39 in the LEL and 40 overall are tops on the team and among the leaders in the league. In trying to top his all-LEL effort last year, he has acquired a two handicap and low scores of 38 against both Cleveland Heights and Normandy.

Remember

When you step onto the field remember that a Raider makes a sudden attack upon the enemy, quickly suppressing the opposition with much force. A Raider looks for the right moment and suddenly invades, seizing whoever threatens. When you wear Shaker's red, wear it proudly and remember that it signifies bravery and courage. Like its place in the spectrum, Shaker's red shall always be first. After the Raider engages in an unrelentless assault, the white he wears symbolizes joy and glory from his sweet win. At times the Shaker Red Raider is unstoppable.

Special Report

Taking care of your body

Is it all that important for high school athletes to do?

by Peter Nagusky

"We need people who influence their peers and who cannot be detoured from their convictions by peers who do not have the courage to have any convictions."

Joe Paterno

"You can map out a fight plan or a life plan, but when the action starts, it may not go the way you planned, and you're down to your reflexes - which means your training. That's where the roadwork shows. If you cheated on that in the dark of the morning, well, you're going to get found out now under the bright lights."

Joe Frazier

"Mental toughness is to the physical as four is to one."

Bob Knight

The Party Syndrome

All the Red Raider athletes have seen when a respected amateur or ***professional player flashes on the television screen and persists, "Say no to drugs and alcohol", but how many listen.***

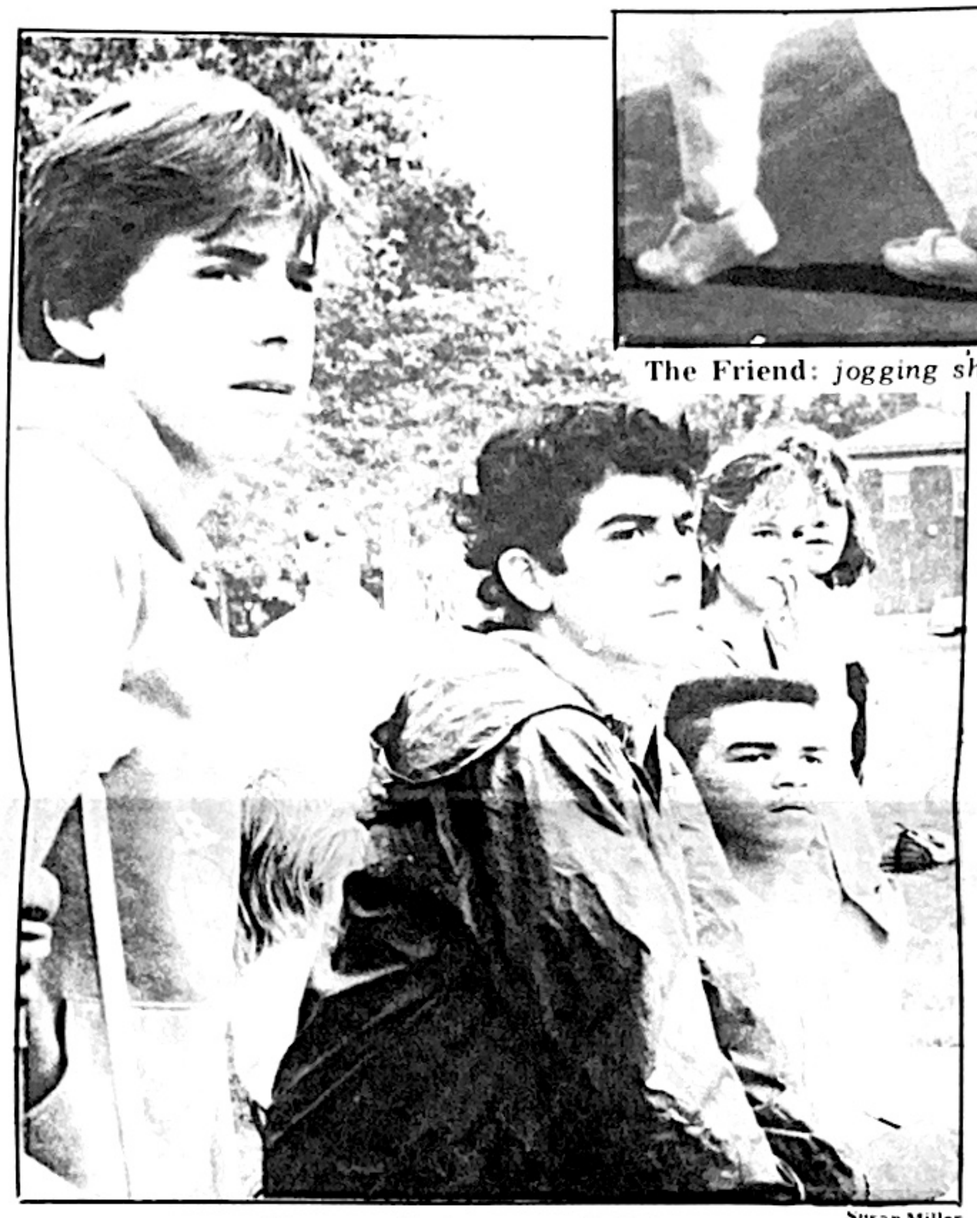
Each and every one of those same high school students have been faced with decisions. They've had to react to choices about drugs, alcohol, cigarettes, lying, cheating, and other negative things peers may try to influence upon them.

It would be foolishly naive to assume that none of these are a serious problem for a young athlete. Unfortunately, when the time comes, a lot don't realize that it is threatening their well being.

Some young people take certain drugs because of a mistaken belief that the drug will help them reach maximum performance. However, in the *"Young Athlete's Health Handbook"* it states that "all scientific studies fail to show that the use of any drug improves the athletic performance of normal youngsters."

As far as drugs and alcohol are concerned, athletes tend to be much more outgoing, aggressive, and experimental when compared to the average student. They have no known benefits in athletic participation or competition, and chronic use often leads to the youngster dropping out of sports because of the inability to endure the rigors of training.

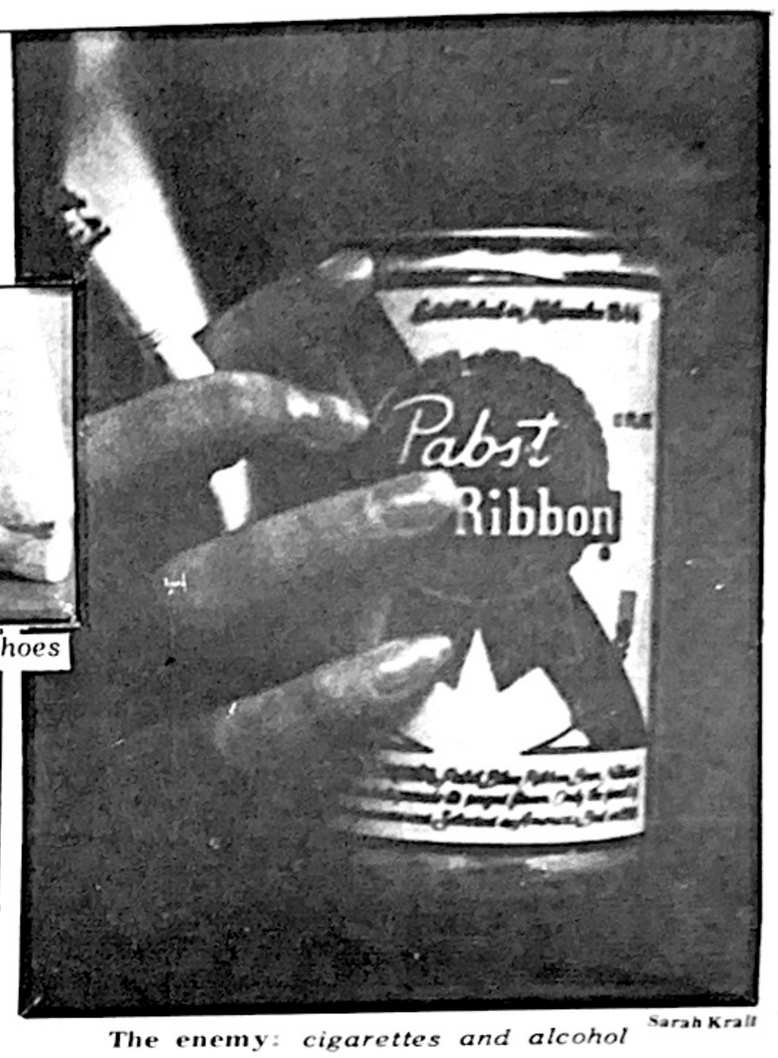
Almost all high school athletes are involved in sports because they enjoy the challenge, the competition, the exercise, the sociability, and the chance to excel. Because hardly any are in it for a professional career, many think it is perfectly fine to get involved with drugs and alcohol.



The result: *team statistician*

Susan Miller

The Friend: *jogging shoes*



The enemy: *cigarettes and alcohol*

Sarah Krall

Recently, doctors have been preaching about the importance of eluding these two "evils." Now, high schools are beginning to attempt to do their part in treating this epidemic. There are rules in most schools and organizations providing for the disqualification of athletes caught drinking. At Shaker, athletes must avoid possession or use of alcoholic beverages, smoking materials, or illegal drugs. If they fail to do this, it may result in denying the student the right to participate for the remainder of the season.

THE OFF-SEASON

Nobody wants to get hurt, but sports are sometimes rigorous as well as vigorous. Any physical activity carries with it a certain amount of risk. That's part of the fun. It's no fun, however, if you are hurt and your injury forbids you from playing your game.

Proper pre-training and basic training can help to avoid many kinds of injuries. It should help you not only become stronger in your sport, but sport. It will make you play with more confidence as well as with more strength, stamina, power, and endurance.

According to "Sportspower" by Ralph and Valerie Carnes, for every person with a solid background in sports training, there are a thousand who have done no reading in the literature of the field at all. Every gym has its guru, and every guy has his following.

The high school has Mark Hoskins, who patrols the weight room. Hoskins is well trained in physical fitness and nutrition. He leaves the weight room open to all Shaker athletes who wish to work out.

If you've been physically active most of your life, like most high school athletes, you should already know the difference between "good" pain and "bad" pain. Good pain is the deep, w warm soreness that you feel when you've recently changed your weight training routine to jar your muscles out of their rut. If you're also stay away from the common injuries associated with your sore, you know you did it right. Bad pain, on the other hand, is the kind of nagging, sharp, aching, and sometimes disabling pain that comes after injuries, strains, tears, and breaks.

It is by practicing the right way that one can attain the "good" pain and avoid the "bad" pain. According to Howard Ferguson, writer of "The Edge," it isn't practice that makes perfect, practice makes permanent. It is perfect practice that makes perfect.

Just putting in time will not do it. Hard work, sacrifice, discipline, organization, consistency - they're all important, but don't mean a thing if you are practicing the wrong way. Concentrate as hard in practice as you would in a game. Then when it comes time in a game to produce, you will be able to - without even thinking about it.

When you're tired, pain seems to set in. Fatigue is a common time when high shcool athletes get hurt, simply because they are not close to the best shape possible.

The easiest way to avoid injury is to take care of your body, control what goes in it, and demand that you get the most out of it.

The risk: *months on these*

Elise Hurwitz

"I try to picture in my mind how I want to run the race. How fast I want to go out in the first mile, and about finishing strong."

- Matt Harley

One thing I've gotten better at is not thinking of stopping because then it will begin to convince you."
- Charan Devereaux

The mind game

What do they think about for 3.1 miles?

by Grace DeJesus

Pain is what most people ponder while jogging in seemingly endless circles around the track. Members of the cross country team, however, think of various things while running.

"I distract myself by thinking of schoolwork or I concentrate on the runner in front of me, anything to keep my mind off the pain," states Sarah Jane Gunter.

Mental strength, as well as physical strength, is an important factor in cross country racing. John Marshall, a junior on the team, offered, "When I am in a race, all I really think about is passing men ahead of me and not letting anyone pass me."

The runners all agree that a certain amount of pain is involved in a race. However, this encourages them to keep going because of the personal satisfaction they get by stepping across the finishline, knowing they completed a race.

So far, both the boys and girls teams have compiled a record of 4-1. Among their victims were Brush, Garfield, and Normandy.

Elise Hurwitz

Teams need support to perform strong

by Clark Khayat

Fan support is the backbone of athletics. Fans provide the money used to keep sports going on every level, high school to professional.

Fans aren't just good for the money though. They provide the excitement and electricity on game days. They make the rivalries much more intense. They give players something to play for and bring out the best on the field. Most times the more fans there are, the better the team plays.

For example, take our football team last year. The stands were filled for every game, and the team was undefeated for the first time in 50 years. On the other hand, our girls' basketball team had very few fans, and came off winning one game all year.

On Sept. 13, Raider fans traveled in number to Chagrin Falls. The Tiger crowd was bewildered by the deafening pack of Shakerites. On the field, it translated into one of the best performances by a Shaker soccer squad in recent years. They gave the Tigers a struggle before losing 2-1 to one of the state's finest teams.

Calling the Play

The Shakerite will include a calendar each issue to help you support the Red Raiders

"Having fans at a game is a lot better because no matter how bad it looks, the fans keep the team in the game" remarked junior soccer player Chris Horoschak.

Next Month's Lineup

Coming in next month's Shakerite sports pages

Readers will see the debut of two new monthly features. A column about what is happening at the junior varsity level at the high school will be inserted. Now that the freshman are part of the high school, those interested will be able to read in depth about sports at the ninth grade level too. The "JayVee Notebook" and "Freshman Notebook" will make these

A staff reporter will recapture the season of the striving field hockey team, doing their best at keeping the loss column bare. As of press time, the Red Raiders were looking like a sure shot to give some state powerhouse squads a tough competitor.

Spikers upset big cats and become team to beat in league

by Marty Levine

The girls' varsity volleyball team will be looking for a victory tomorrow night when they travel to Shaw at 6:30 p.m.

On Sept. 9th, Shaw was humiliated when they played Shaker. The "Baby Ducks" controlled the net effectively, spiking the ball on almost every point and forcing the Cardinals to return high soft shots to the Shaker side. After winning the first game, the "Ducks" jumped out to a 10 point lead in the second game and finished with identical, straight victories, 15-2. They do not expect to make any changes in their offensive or defensive strategies for tomorrow night.

During losses to Regina, Lakewood and Collinwood in the season's beginning, mental lapses seem to have been the cause for Shaker's poor play. Yet the "Ducks" showed just the opposite against other opponents. The girls were considered underdogs before facing Parma and Cleveland Heights on the 4th and 11th of September, respectively. Each of these Lake Erie League rivals were undefeated before playing, but the Red Raiders succeeded in upsetting both in three games.

The majority of the players on the "Ducks" agree that the mental problem is a kind of frustration. An inability to unite and play as a team is noticable sometimes after the team loses a particularly tough or psychologically valuable point. It may cause the team to falter for the next few points.

The problem has been gradually decreasing, however. Lori Allen simply, but effectively, described the relationship between the players saying, "We rely on each other."

Catch the Raiders In action / OCTOBER

THURS	FRI	SAT	SUN	MON
2	3	4	5	6
FOOTBALL Cleveland Hts. High 7:30 p.m. kickoff				
VOLLEYBALL at Shaw High School 6:30 p.m. game SOCCER - at Lomond 4:30 p.m. start vs. Kirtland FIELD HOCKEY at Orange High School 4:00 p.m. gametime	TENNIS at Brush for JV Tourney 4:00 p.m. final round	CROSS COUNTRY varsity N.E.O. Classic place and time: TBA TENNIS girls varsity districts tournament finals		GOLF at Gilmour course 4:00 p.m. tee-off VOLLEYBALL at Eastlake North 4:00 p.m. gametime

The Back Page

Matt Weinston

Director Vincent Cardinal holds a beginning rehearsal for Shakespeare's "Comedy of Errors" with actors David Clemons, Sarah Knowlton, and Karoline Kramer. The play will run from Nov. 20-22.

Area students experience Orient

"Oriental Odyssey," an Area Studies Program focusing on the language, literature, society, and politics of Japan, is being offered this year to juniors and seniors from Shaker and Beachwood.

This Japanese history class will be taught by a "team" of teachers. These teachers are William Newby and Terry Pollack from Shaker and Bonnie Morosi and Barbara Schultz from Beachwood. Other instructors are experts on the Japanese culture: Marjorie Williams, associate curator of the Cleveland Museum of Art Nancy McAfee, instructor at the museum, and Dr. Lee Makela, head of Asian Studies at Cleveland State University.

Eight trips to the art museum have been planned to help the students become more aware of Japanese culture. The teachers also hope to organize a trip to Japan over the summer for the 55 students involved.

Newby hopes the "Oriental Odyssey" experience will expose the students to Japanese life. If this program is successful, other Area Studies programs will be offered in the future, possibly focusing on Russian, Indian and Chinese cultures.

Newby says that he expects the students will see "the key aspects of Japan -- art, history, language and geography." He adds, "I hope that both the students involved and I will get a comprehensive feel for what Japan is about."

Famous Shaker alumni honorees

An actor and a cardiologist are among the first group of inductees to the Shaker Hts. Alumni Hall of Fame.

On Oct. 9, the 1986 inductees will address an assembly of juniors and seniors during 7th period. Later that evening, they will be honored at the First Annual Induction Dinner.

This year's inductees are actor Brian Patrick Clark (class of '70); Judge Paul R. Donaldson ('44); Lieutenant General Robert Elton ('50); Senator Lee I. Fisher ('69); cardiologist Herman K. Hellerstein ('33); civic leader Mildred Fried Joseph ('35); attorney Robert H. Dawson, Jr. ('62); musician Sidney M. Wolfe ('55); and deceased weight lifter David Berger ('62).

The Alumni Association appointed a committee to choose the inductees. Members of the alumni submitted nominees to this committee. These nominees were then asked for information about themselves that would aid in the decision. The committee w was looking for contributions to society and professional aohievement in potential inductees.

Availability was taken into consideration in the final choices. Many of the inductees will be coming from all over the country to be honored.

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Shakerites travel Europe

"It doesn't matter where you are, but what you make of it," said David Wilsman, junior. He is fortunate he has such a philosophy because this summer he was three thousand miles away in Finland.

Laura Betchel, a junior who went to Spain, and Wilsman are two Shaker students who went on the AFS summer program.

What qualities did these two teenagers need to endure their long stay abroad?

"You have to be self-confident, interested in people and unafraid of leaving your family," Wilsman claimed.

Also being adaptable to different schedules was a must. Betchel was at first bored in Spain because life consists of "twenty hours of sleeping and four hours of eating." Betchel's openmindedness aided her in adjusting to the leisurely pace of Spanish life.

Betchel's lack of presuppositions about Spanish life prevented her from experiencing severe culture shock.

"If you have preconceptions about the country you are going to visit, you can be disappointed when you get there and find the country is not what you wanted, or expected," Betchel explained.

Both students agreed that the hardest and most enriching part of the AFS program was meeting new people.

"I worked real hard at making friends. You can't spend time by yourself. You must go out and make things happen. Find friends and you'll enjoy your stay," Wilsman said.

Wilsman and Betchel both succeeded in this task by becoming quite close to their host families.

Both teenagers would be willing to go on the AFS program again due to the challenge.

"You're given a lot of responsibility. You can control your destiny and have only yourself to blame. You decide what you want people to think of you. You mess up or succeed in making friends," remarked Wilsman.

Humor

Continued from Page 7

GROSSMAN: "...things that most aggravate kids."
FELDMAN: "Everyone likes humor--good humor."
GROSSMAN: "What's the difference between Milano cookies and Lido cookies?"

On Underclassmen...
GROSSMAN: "You never picture them funny anyway."
FELDMAN: "They don't talk!"

Sophomore Sam Schwarzwald, who can talk, said, "No one listens to announcements and everyone reads the b board."

"It's funny as what, but you gotta' laugh or else you get offended. For example, their comments on field hockey...," said senior Merideth Levy.

When asked to describe their goal, Grossman said, "Inform all, amuse the most, offend the least."

The team spends 20 to 30 minutes each night on the phone, brainstorming i ideas. They design the board second period the following day. Their limit: "We don't do birthdays."

Only 134 more days till Senior Project